**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| * You will need the book “Leaping Lizards” by Stuart J. Murphy. * You will need number cards from 5 to 10, a ten frame for each child, ten counters for each child, and a worksheet showing 5 blank ten frames and a worksheet showing 3 blank ten frames for each child. | Ten frame |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| * Read the book “Leaping Lizards” by Stuart J. Murphy. * Talk about different ways of counting—counting ones, fives, and tens. * Discuss the different ways to make a ten with our fingers. “Show me 7 on your fingers.” How would you show me 9 with your fingers?” “How many fingers did you use on one hand? How many on the other?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1: Ten Frame   * “This is the word ten frame.” * Repeat the word three times. * “Turn to your neighbor and tell your neighbor what you think it is.” * “Here is the word with a picture of what it is.” * Count the spaces on the ten frame together. * Ask questions. “How many spaces on the top? How many spaces on the bottom?” * Class restates what a ten frame is.   Day 2   * Review the definition of a ten frame. Partner share the definition.   Day 3   * Journal the definition of a ten frame and draw a picture of it.   Day 4   * Show the class pictures of examples and non-examples of a ten frame. * Show how a ten frame can help with comparing and adding numbers.   Day 5   * Partner activity: Partners compare ten frames in their journals and discuss how many counters they drew in each one.   Day 6   * Play “How Many Dots on the Ten Frame” game. Make a variety of ten frame cards and use them as flashcards. Flash them one at a time to students and students can call out the number shown on the ten frame. * Play a matching game. Match the ten frame to the numeral that it shows. * Post the word ten frame onto the math word wall. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Choose a student to draw a number card. Have the class show that number on their ten frames using their counters. * Ask questions. “How many spaces are in the top row? How many in the bottom? How many altogether? Is the number greater than or less than 5? How can you tell? How many more   counters would you need to show 10? Can you show me how you got that answer?”   * Repeat using different numbers each time. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Write a number on the board from 5 to 10. * Students will write the number above a blank ten frame and draw counters inside their ten frames to show that number. * Invite students to come to the document camera to show and explain their work. * Repeat several times using different numbers. * To extend this activity further, ask the students to demonstrate their understanding of representing numbers on a ten frame by asking questions such as “Show me two more than five,” and “Show me three less than ten on your ten frames.” * Ask the following power questions. “How did you figure that out?” “Is there a different way to show that number on your ten frame?” Students can also show and explain their work. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Pass out a worksheet with three blank ten frames and have the students solve the following problems. * Make up a story problem such as “Tom shows 8 on a ten frame. How many counters does he put in each row?” * Repeat for the second ten frame changing the number. * On the third ten frame the students will choose their own number and draw that number of counters on the ten frame. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Observe students as they complete their independent practice. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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